| **Student Name:** Alexander Zhu |
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| **Motion:** During a national emergency, This house would censor information that would harm national security |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student ably supported teammate’s case and arguments. | **N/A** | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 70 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |

| **Teacher comments:**  [Speeches are five minutes long]  **Opening**   * Please lead with a clear hook! * You could give a direction to your speech here!   **Setup**   * You correctly defined what a national emergency and censoring information is! * But you did not need to spend so long explaining it, you took up to 2 minutes doing this!   **Argument 1**   * Panic as an impact is clearly delivered here. * But you could explain “how” the panic is created by the media. * From our session today, you could use explanations of misinformation, sensationalizing, and things like bias/algorithm etcetera from the unit.   **Argument 2**   * On natural security, I am unclear why the independent judicial oversight will work properly! * Yes it was in your model, but you still need to explain how that would work!   **Style**   * We need to have clearer pauses when we move from one point to the other! * We need to speak faster in-general in our speech! * Some tonal emotion would be useful, we want to soften our tone for example when talking about individual struggles in national emergency!   I appreciate that you had a clear conclusion!  We need to raise and accept POIs please!  Speaking time: 5:34 – watch for time! |
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